

Arizona Reading Standard Performance Level Descriptors High School

The performance descriptors are based upon the utilization of grade-level appropriate reading materials.

Exceeds the Standard – Students who score in this level illustrate a superior academic performance as evidenced by achievement that is substantially beyond the goal for all students. Students who perform at this level demonstrate strong analytical and inferential skills in comprehending more challenging and complex text. They are able to determine the meaning of vocabulary using minimal context clues, correctly utilize colloquialisms and historical jargon, and use knowledge of modes to interpret text.

Meets the Standard – Students who score in this level demonstrate a solid academic performance on subject matter as reflected by the reading standard. Students who perform at this level are able to identify and analyze literary elements such as theme, character, setting, plot, and point of view in complex texts. They will be able to support conclusions drawn from ideas and concepts in expository text and synthesize information from multiple sources to draw conclusions.

Approaches the Standard – Students who score in this level show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who perform at this level show a basic understanding of literary elements, making relevant inferences, and interpreting graphic sources of information to support ideas. They can compare (and contrast) classic works of literature that deal with similar topics and problems. Some gaps in knowledge and skills are evident and may require additional instruction and remediation in order to achieve a satisfactory level of understanding.

Falls Far Below the Standard – Students who score in this level may have significant gaps and limited knowledge and skills that are necessary to satisfactorily meet the state’s reading standard. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a satisfactory level of understanding.

Students at the “Exceeds the Standard” level generally know the skills required at the “Meets” and “Approaches” levels and are able to:	Students at the “Meets the Standard” level generally know the skills required at the “Approaches” level and are able to:	Students at the “Approaches the Standard” level generally know and are able to:
<ul style="list-style-type: none"> Determine the meaning of vocabulary using linguistic roots and affixes. Infer word meaning from minimal context clues based on close reading. Identify organizational structure in functional text. Apply the knowledge of the author’s use of theme, character, setting, plot and point of view. Identify the author’s choice of words and imagery. Apply use of colloquialisms and historical jargon. Describe the central argument and its elements in a complex persuasive text. Locate specific details using organizational structures at a more sophisticated level. Identify unsupported inferences or fallacious reasoning in arguments advanced in a complex manner in persuasive text. Use knowledge of modes of expository writing (classifying, learning logs, etc.) to interpret text. 	<ul style="list-style-type: none"> Infer word meaning from minimal context clues. Apply knowledge of organizational structures in narrative and expository text. Use graphic organizers in order to clarify the meaning of text. Identify literary elements such as theme, character, setting, plot, and point of view in complex texts. Analyze literary elements such as theme, character, setting, plot and point of view. Describe the central argument. Support conclusions drawn from ideas and concepts in expository text. Synthesize information from multiple sources to draw conclusions. Describe how persuasive techniques contribute to the power of persuasive text. Identify unsupported inferences or fallacious reasoning in arguments advanced in persuasive text. Make relevant inferences by synthesizing concepts and ideas from reading selections. Support conclusions drawn from ideas and concepts in expository text. 	<ul style="list-style-type: none"> Infer word meaning from context. Describe the historical and cultural aspects found in cross-cultural works of literature. Compare (and contrast) classic works of literature that deal with similar topics and problems. Identify literary elements such as theme, character, setting, plot, and point of view. Identify the literary element of mood. Analyze the effectiveness of functional text to achieve its stated purpose(s). Identify inferences. Locate specific information by using organizational features. Make relevant inferences in a basic way. Interpret graphic sources of information to support ideas.

These descriptors do not include all the skills and knowledge as contained in the Reading Standard.